Ideas for Year 8 and 9 English

Presented by
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Clare High School

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**Clare High School**  
**Australian Curriculum: English**  
**Unit of Work: Shahana by Rosanne Hawke**  
**By: Rose Hampel, Clare High School**

**Year level:** 8  
**Duration:** 6 weeks

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**TEXT TYPES**

**LANGUAGE MODES**

### STRANDS

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<th>Literature</th>
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<td>☑ Language for interaction</td>
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<td>☑ Evaluative language</td>
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<td>☑ Features of literary texts</td>
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<td>☑ Examining literature</td>
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<td>☑ Language variation and change</td>
<td>☑ Language devices in literary texts including figurative language</td>
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<td>☑ Language for social interaction</td>
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<td>☑ Listening and speaking interactions (purposes and contexts)</td>
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<td>☑ Creating literature</td>
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### GENERAL CAPABILITIES

| ☑ Literacy | ☑ Ethical behaviour |
| ☑ Numeracy | ☑ Personal and social competence |
| ☑ ICT Competence | ☑ Intercultural understanding |
| ☑ Critical and creative thinking | ☑ Sustainability |

**Rationale**

Students will read the novel *Shahana* by Rosanne Hawke. They will investigate life in the Kashmiri region, living in a conflict zone and daily life for Muslim teenagers and children. They will use the internet for investigation, and Word for word processing their paragraphs. They will listen to the novel, engage with new vocabulary and Urdu words, and participate in class discussions on key events, language features and issues raised in the novel. The assessment task will focus on key issues in the novel and will require students to use supporting quotations. Students will learn correct paragraph structure, the features of formal language and how to select and integrate quotations into the discussion of their paragraph.
## Learning Activities

### Lesson 1/2: Introductory activities
2. Take notes about life in Kashmir. Compare with person next to you and add details. Share key facts in class discussion.
4. Use Google Maps to investigate the landscape of Azad Kashmir. Write a description of the landscape.

### Lessons 3-17:
Read each chapter aloud, discussing new vocabulary or Urdu words used as you go. Aim for 2-3 chapters a lesson, then students complete questions, completing for homework. Begin each lesson with a discussion of the questions and a review of the previous chapter(s). Questions may be assessed if you wish, or you may use as the basis of the paragraph answers for assessment.

### Lessons 18-19: Present assessment task. Discuss paragraph structure and features of formal language. Discuss how to use quotations. Model sample paragraph on Smartboard.

### Lessons 20-24: draft paragraphs in workbook, then type second draft. Present for feedback.

### Lesson 25-26: complete polished copy and hand in.

## Assessment Tasks

### Task: Your task is to choose two of the questions below. You will answer each in a well-constructed paragraph. You must include supporting examples and quotations.

1. The novel *Shahana* is set in Kashmir which has experienced conflict for many years. How has the conflict in the novel affected Shahana?
2. Shahana is only 13 years old, and Tanveer is 9 years old. In your opinion, do they cope well living independently as orphans?
3. What is your opinion of Mr Nadir's treatment of Shahana and and Tanveer, and other vulnerable children like Hanif, the young boy Shahana befriends during her captivity?
4. There are several kind people in *Shahana* who try to help, such as Mr Pervaiz, Amaan and the doctor at the army camp. Choose one of these characters. What do they do that is so kind? Is it easy for these people to show kindness? Explain your answer.
5. What did you learn about what life is like as a Muslim Kashmiri teenager? How does this life differ from your own?

### Suggested word length: 200-500 words.

### Criteria for Assessment:
- Demonstrate a good understanding of the key ideas, situations and characters in the novel.
- Select appropriate evidence (examples and quotations) from the novel to support your answers to the questions.
- Construct paragraph appropriately with a Topic Sentence, Explanation, Examples and Linking/Concluding sentence.
- Use a clear and formal style of writing.
- Use accurate vocabulary, spelling, sentence structure, grammar and punctuation.
<table>
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<th>ACARA Achievement Standards</th>
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| **Receptive Modes** (listening, reading and viewing)  
RS2 They select evidence from the text to show how events, situations and people can be represented from different viewpoints.  
Productive Modes (speaking, writing and creating)  
PS1 Students create texts for different purposes, selecting language to influence audience response.  
PS3 When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences.  
PS4 They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | Shahana Teaching and Learning Guide:  
UNICEF – Inauguration of New Banaw Langla School in Kashmir:  
http://www.youtube.com/watch?v=A4TyoEP8Nlo  
Assorted photographs for classroom display  
Shahana Reading Activities Handout  
Shahana Paragraph Answers Assessment Task  
Sample paragraph for modelling  
Formal language handout |
Shahana

By Rosanne Hawke
Introduction to *Shahana* by Rosanne Hawke

**Activity 1:**

1. Take notes on any facts about life in the Kashmir. Use your English workbook.
2. Compare your notes with the person next to you. Add any details you didn’t include.
3. Be prepared to share the key facts in class next lesson.

**Activity 2:**
Collect a copy of the map of Kashmir. Stick it into the next available blank page in your English workbook.

**Activity 3:**
Look carefully at the map on the page before the novel begins.

1. Locate Azad Kashmir
2. Zoom out using the tool on the right hand side to see where the Kashmir is in relation to Australia. Zoom back in.
3. Switch from the map view to the Earth view. Zoom in so you can see the landscape a little clearer.
4. Locate the Neelum River and key cities such as Srinagar, Muzaffarabad and Athmuqam.
5. Look at terrain and satellite views. What do you notice about the shape of the landscape, the weather and the climate of this region?
6. Write a description of the landscape. You should write at least 3 sentences.

**Chapter Questions**
Answer each of the following questions in sentences unless otherwise specified. Be ready to discuss your answers in class.

**Chapter 1:**
1. Why are the opening three paragraphs written in italics?
2. What has happened to Shahana’s mother and older brother? Are her father and grandfather still with them?
3. What things are making Shahana’s life hard?

**Glossary** (There is a glossary of the Urdu words used in the novel on page 200.)
- RPG: rocket-propelled grenade.
- ceasefire: a temporary stoppage of a war in which each side agrees with the other to suspend aggressive actions.
- militant: people who choose confrontational or violent methods in support of a political or social cause.

**Chapter 2:**
1. How does Shahana make enough money to buy food?
2. What has happened to her grandfather?
3. What is your first impression of Mr Nadir? Write down at least one quotation that supports your opinion.
4. Why does Mr Nadir buy boys to work for him?
5. What are some of the problems the people in Shahana’s community face, especially as a result of the earthquake and of the Line of Control.

Chapter 3:
1. Why is it an advantage to Shahana and Tanveer to have the river nearby?
2. What dangers can the river bring?
3. On page 16, Rosanne Hawke uses a simile to describe the leaves of the chinar tree. To what does she compare them? What season is it? Why might this be a problem for Shahana?
4. What risks does Shahana take to rescue the boy?

Chapter 4:
1. Tanveer needs tablets and a special spray for his illness. What illness do you think he has?
2. Why is Shahana worried about giving the boy shelter?
3. What do Shahana and Tanveer use for light, heating and cooking?
4. How did Shahana and Tanveer’s father die?

Chapter 5:
1. What is a martyr? (See page 28.) Use a dictionary to help you.
2. What happened to Zahid’s father?

Chapter 6:
1. If Shahana and Tanveer need to wash themselves or their clothes, where do they do it?
2. Re-read pages 34-35. What things do they do to their houses to cope with the winter?
3. What was the culture of Kashmir according to Nana-ji? What is it now? See page 37.

Chapter 7:
1. Why is Shahana hesitant to allow Tanveer and Zahid access to the gun? See pages 39-41.
2. Which groups are fighting against each other? Who do you think is caught in the middle? See pages 43-45.
3. At the end of the novel, Rosanne Hawke writes: “She feels a void open inside her as though she is hanging on to a cliff and is losing her grip.” In your own words, how do you think Shahana is feeling? Why?
4. How is your life different to that of Shahana and Zahid? Write a paragraph of at least 5 sentences.

Chapter 8:
1. What tense (past, present or future) has this novel been written in? What is effect of this tense?
2. When Shahana hands Zahid the sewing machine oil (page 49), Rosanne Hawke write, “She hands the dream to Zahid.” What does this mean?
3. Why does Shahana have a “collar of dread circling her throat”? (Page 49)
4. What does Mr Nadir want to do for Shahana? What would happen to Tanveer if she accepted his offer?
5. What is your opinion of Mr Pervaiz? Explain why you think this?

Chapter 9:
1. What is your opinion of Zahid? Try to find quotations from the novel to support your opinion.
2. Why is Shahana concerned when the militant approaches to buy milk? Consider what you have learned about militants in past chapters.
3. How many languages does Shahana speak?
4. The militant is Pukhtun, from the same tribe as Shahana’s mother. What are the characteristics of these people?
Chapter 10:
1. What has happened to Ayesha’s father? How has this affected her mother?
2. What are Ayesha’s responsibilities in the home?
3. In what ways has Zahid been able to help Shahana and Tanveer?

Chapter 11:
1. What do you think a “half widow” is? See page 70.
2. What is your opinion of Amaan Khan, the militant? Explain your answer.
3. Why is it important that Amaan refers to Shahana as “little sister”? See page 71.
4. What more do we find out about Zahid and his family?

Chapter 12:
1. How do Shahana, Zahid and Tanveer collect grass to cover the floor in the winter?
2. Do you think Shahana, Zahid and Tanveer look after themselves well? Explain your answer with examples from the text.
3. Ayesha shows Shahana a website. What is the purpose of the website?
4. Shahana cries at the end of this chapter. Why do you think this is?

Chapter 13:
1. What does Tanveer’s story on page 82 suggest about what he wants from Zahid?
2. On page 85, Rosanne Hawke writes, “How strange that both Ayesha and herself do men’s work and talk like men now.” Why do you think this is so?
3. Mr Nadir has sent a red wedding dupatta and some gold thread for Shahana to embroider with. What message do you think Mr Nadir is sending?

Chapter 14:
1. How does falling into the river affect Tanveer and Zahid?
2. What happened to Zahid’s cousin Nissa?
3. What do you think Shahana’s dream means?

Chapter 15:
1. Why do you think Shahana is hesitant to accept Aunty Rabia’s help?
2. Shahana, Tanveer and Zahid each have different reactions to Amaan, the militant. How do they each react? Why do you think this is?

Chapter 16:
1. What is Ayesha’s reaction to Zahid living with Shahana and Tanveer?
2. What might other people think of this situation? What might happen to Shahana? Refer to page 101.
3. What problem does the chitta (leopard) give to Shahana, Tanveer and Zahid?

Chapter 17:
1. Why do you think Amaan is careful not to smile at Shahana?
2. Why is Shahana so hesitant to begin embroidering the dupatta?
3. Towards the end of page 111, Rosanne Hawke writes: “The air between them is like a snowdrift, hard to see through.” What do you think this simile means?
4. What kind of danger could Tanveer be in?
Chapter 18:
1. Are the militants in the camp good men? How do we know?
2. Rosanne Hawke uses two examples of personification when she is describing the avalanche on page 117. Write each example down and explain what effect each one has. *Personification is the giving of a human quality to something that is not human.
3. At the bottom of page 117 there is a symbol that looks like this: --o--o--. Why do you think the author has done this? Hint: look at what happens before and after the symbol.
4. How have Zahid and Shahana managed to survive the avalanche? What must they do now to survive?

Chapter 19:
1. This chapter begins with another of Shahana's nightmares. Why do you think she has so many bad dreams?
2. What is Zahid's secret? Why was he so scared of Amaan?
3. Why did Zahid stay to help Shahana and Tanveer?

Chapter 20:
1. How did the Pakistani soldiers happen to be searching nearby when they found Shahana and Zahid?
2. How does Amaan help Shahana?
3. Why do you think Amaan is so willing to help Shahana?

Chapter 21:
1. What do you think has happened to Tanveer?
2. Complete character profiles of the following characters: Shahana, Tanveer and Zahid. Focus on their appearance, characteristics, strengths and weaknesses. Include quotations (with page numbers) and examples where possible.

Chapter 22:
1. What do you think it might mean to be a “fire queen”?
2. What does Aunty Rabia do after having watched the documentary on the television? Why does she do this?
3. What decision does Shahana make?

Chapter 23:
1. What has happened to Tanveer? How do you feel about what Mr Nadir has done?
2. What does Mr Nadir mean when he says, “Though, it might be difficult to make a bargain now, since your cousin was with you in the avalanche” (page 146)?
3. What is the “something” Shahana can give to Mr Nadir?
4. What do you think Shahana is thinking of doing at the end of this chapter?

Chapter 24:
1. What does Amaan think of Mr Nadir's offer to provide Shahana with an offer of marriage?
2. What has Amaan done to help Shahana?
3. What does Amaan have to say about revenge? See page 155.
4. What does Shahana say Amaan has taught her? See page 156.

Chapter 25:
1. What is wrong with Zahid?
2. What advice does the doctor give to Shahana?
3. What advice does Zahid give to Shahana about Tanveer?
Chapter 26:
1. Why does Shahana think it is a good thing that she has told her story?
2. Why do you think Mr Pervaiz is not able to help Shahana?
3. How does Shahana manage to persuade Mr Nadir to let Tanveer go?
4. How has Mr Nadir outwitted her at the end of the chapter?

Chapter 27:
1. What kind of conditions do the other boys bonded to Mr Nadir live and work in?
2. How does Shahana prepare herself for her “wedding”? How would she have prepared if her parents had still been alive?
3. What is your opinion of the men who come to bid for Shahana?
4. How does Amaan rescue Shahana?
5. What is your opinion of Amaan at the end of this chapter?

Chapter 28:
1. What effect do Ayesha and Shahana’s stories seem to have had on the website?
2. What news does Aunty Rabia and Ayesha have for Shahana and Tanveer?
3. What was the reason for the fighting the night before?
4. What was Mr Pervaiz’s role in her rescue?
5. What does Zahid hope to do in the future?

Chapter 29:
1. What has Ayesha found out about her father?
2. What has happened to Shahana and Tanveer’s house?
3. What positive sign do they see amongst the rubble?
Task: Your task is to choose two of the questions below. You will answer each in a well-constructed paragraph. You must include supporting examples and quotations.

6. The novel *Shahana* is set in Kashmir which has experienced conflict for many years. How has the conflict in the novel affected Shahana?

7. Shahana is only 13 years old, and Tanveer is 9 years old. In your opinion, do they cope well living independently as orphans?

8. What is your opinion of Mr Nadir’s treatment of Shahana and and Tanveer, and other vulnerable children like Hanif, the young boy Shahana befriends during her captivity?

9. There are several kind people in *Shahana* who try to help, such as Mr Pervaiz, Amaan and the doctor at the army camp. Choose one of these characters. What do they do that is so kind? Is it easy for these people to show kindness? Explain your answer.

10. What did you learn about what life is like as a Muslim Kashmiri teenager? How does this life differ from your own?

See below for Handy Hints!

Due Date: ____________________  Suggested word length: 200-500 words.

ACARA Achievement Standards:  RS2, PS1, PS3, PS4  Task weighting:  15%

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<th>Criteria for Assessment</th>
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<th>C</th>
<th>D</th>
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<tr>
<td>Demonstrate a good understanding of the key ideas, situations and characters in the novel.</td>
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<td>Construct paragraph appropriately with a Statement, Explanation, Examples and Linking/Concluding sentence.</td>
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Comments:  

Mark: ___________

Task created by Rose Hampel, Clare High School
Handy Hints:
You must use correct **paragraph structure**:

- **Statement** – Begin with a statement that makes the topic of the paragraph clear and shows how you will answer the question.
- **Explanation** – Explain the main points of your answer in detail.
- **Examples** – Provide supporting examples and quotations.
- **Link** – Show in the final sentence how the explanation links back to the question. You are aiming to conclude your paragraph.

You must use **supporting examples and quotations**:

- **Examples** – References to specific situations or actions in the novel.
- **Quotations** – Actual words from the novel that support your main points.

**How to use quotations**:
Quotations are words, phrases or whole sentences taken from a text. Quotations are used to provide examples or evidence to support something you want to say in your paragraph or essay.

**How to set out quotations**:
1. Use the exact words written by the author. You don’t have to use the whole sentence; you can use a phrase or even just one word. It is better to use shorter quotations than longer ones.
2. Put quotations marks (also called inverted commas) around the words quoted. It doesn’t matter whether you use the single marks ‘...’ or double marks “…” so long as you are consistent all the way through. Single quotations marks are usually recommended, with double quotations marks used to quote within a quotation. For example: Fred said, ‘If you want people to read your work, create your own “blog”. That should do the trick.’
3. You cannot use a quotation on its own; it must always be introduced in some way. You need to make sure you provide some background information before you write the quotation. For example, you could explain who said the quotation, if it is an example of dialogue. Or you could explain when in the novel a certain example occurred.

**Example**:
Mr Nadir is a cruel man who is only interested in making money. He explains to Shahana that three men want to marry her and that he “shall take the highest bidder” (p. 169).

**Example**:
Shahana is traumatised by the death of her mother and brother and often has nightmares. At the beginning of Chapter 1, after the account of her nightmare, Shahana “wakes up gasping” (p. 2).

4. It is not always necessary to put the page number of the reference after the quotation, but for this assignment, please do so. Write p. as an abbreviation for the word “page” and put it in brackets straight after the quotation. See the examples above.
"The novel *Shahana* shows that illness is a significant disadvantage for children growing up in a poor country affected by conflict." Do you agree?

I agree that the novel *Shahana* shows that illness is a significant disadvantage for children growing up in a poor country such as Kashmir. Tanveer is affected by illness and the reader can see how disadvantaged he is because of this. Tanveer is affected by asthma. Rosanne Hawke never mentions the name of the illness, but she writes that “there is no medicine in [Shahana and Tanveer’s] house except the special tablets and spray for Tanveer in case his breathing grows raspy” (p. 22). Tanveer is affected by this illness when it grows cold and he becomes very ill after falling into the river in Chapter 13. He wakes up crying because “He can’t breathe” (p. 90). Shahana must use the medicine carefully because “the spray is so expensive” (p. 90). She struggles to make enough money from her embroidery because Mr Nadir does not pay her “as much as Nana-ji received for the same amount of work” (p. 9) although it is usually enough for food. *Tanveer’s illness causes Shahana much worry because she loves him and because as an orphan in a country in conflict, it is difficult for her to make the money she needs to ensure that Tanveer has the medicine he needs.*
## Clare High School
### Australian Curriculum: English
#### Unit of Work: Digital Picture Book
By: Rose Hampel, Clare High School

| Year level: 9 | Duration: 3 weeks |

### TEXT TYPES
- Novel
- Poetry
- Short story
- Play
- Film
- Dramatic performance
- Non-fiction
- Digital text
- Everyday text
- Other _________

### LANGUAGE MODES
- Expository
- Recount
- Narrative
- Procedural
- Listening
- Speaking
- Reading
- Viewing
- Writing

### STRANDS
#### Language
- Language variation and change
  - Language variation and change

#### Literature
- Literature and context
  - How texts reflect the context of culture and situation in which they were created
- Responding to literature
  - Present an argument about a text.
  - Reflect on, discuss and explore notions of literary value
  - Explore and reflect on personal understanding of the world gained from texts.
- Examining literature
  - Analyse texts from familiar and unfamiliar contexts
  - Investigate and experiment with literary devices
  - Analyse text structures and language features
- Creating literature
  - Creating literary texts
  - Experimentation and adaptation
- Creating texts
  - Creating texts
  - Editing
  - Handwriting (Year 7 only)
  - Use of software

#### Literacy
- Texts in context
  - Texts and the contexts in which they are used
- Interacting with others
  - Listening and speaking interactions (purposes and contexts)
  - Listening and speaking interactions (skills)
  - Oral presentations
- Interpreting, analysing and evaluating
  - Purpose and audience
  - Reading processes
  - Comprehension strategies
  - Analysing and evaluating texts

### GENERAL CAPABILITIES
- Literacy
- Numeracy
- ICT Competence
- Critical and creative thinking

### CROSS-CURRICULUM PRIORITIES
- Ethical behaviour
- Aboriginal and Torres Strait Islander histories and cultures
- Personal and social competence
- Asia and Australia’s engagement with Asia
- Intercultural understanding
- Sustainability

### Rationale
Students will create an original picture book suitable for children under 10. They will create digital images and text and record a narration of the story.

### Learning Activities
Lessons 1-4:
- Present one or more exemplars of a digital picture book to give students an idea of what they can achieve.
- Read a selection of published picture books which will demonstrate a range of language techniques. Some suggested titles include:
  - *Voices in the Park* by Anthony Browne
  - *Boo to a Goose* by Mem Fox
### Assessment Tasks

**Task:** Your task is to create an original digital children’s picture book, using one or more language techniques.

**Things to do:**

2. Choose which language techniques you will use. You should use at least one from the list below.
3. Write the text for your picture book. You should work out how you will divide the text between the slides of your presentation.
4. Create illustrations for your picture book. You can use one of the following methods:
   a. Take digital photographs. This will give you the best quality results.
   b. Do a series of drawings and photograph them. This is time consuming, so make sure you manage your time.
   c. Use clip art or photos from Google images. The quality of your final product won’t be all that good.
5. Use either Photostory or PowerPoint to create your digital picture book. You will need to do the following:
   a. Place an image on each slide.
   b. Type the text of each page onto the slide.
   c. Narrate the story, recording onto each slide.

**Hints for Success:**

**Creating the text:**

- The focus of this task is the effective use of language techniques. Pay careful
attention to the technique you have chosen to use.

- Your writing must be completely accurate. Check spelling and sentence structure carefully.
- You must use punctuation accurately and for effect. Avoid over-using exclamation marks. Take special care if you are using direct speech.

**Presenting the slides:**

- Don’t forget to create a title slide.
- You should use a font style that is clear and easy to read. Choose a colour that makes the text visible on the slide.
- Make sure the text is laid out appropriately on the slide. Rhyming words should appear at the end of each line.
- As a rule, text should be justified on the left, but you can experiment carefully with other styles for particular effects.

**Narrating the story:**

You must consider carefully how you will use your voice.

- Use a clear, expressive voice.
- Use pauses for effect.
- Use volume for effect.
- Use different character voices if you wish. Make sure you are consistent and easily understood.
- Articulate words clearly and make sure you know how to pronounce any tricky words.

**Criteria for Assessment:**

1. Use one or more language techniques to create meaning in your picture book. (PU1)
2. Manipulate language and images to create an innovative text. (PU3)
3. Present the written part of your picture book using accurate spelling, sentence structure and punctuation. (PS2)
4. Present your picture book in an oral format effectively speaking clearly, fluently and with expression. (PS2)

<table>
<thead>
<tr>
<th>ACARA Achievement Standards</th>
<th>Productive Modes (speaking, writing and creating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PU1 Students understand how to use a variety of language features to create different levels of meaning.</td>
<td></td>
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<tr>
<td>PU3 In creating texts, students demonstrate how manipulating language features and images can create innovative texts.</td>
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<tr>
<td>PS2 They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</td>
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<table>
<thead>
<tr>
<th>Resources</th>
<th>Selection of picture books:</th>
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<tbody>
<tr>
<td></td>
<td><em>Voices in the Park</em> by Anthony Browne</td>
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<td></td>
<td><em>Boo to a Goose</em> by Mem Fox</td>
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<td></td>
<td><em>The Story of the Little Mole who knew it was none of his business</em> by Werner Holzwarth</td>
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<td></td>
<td><em>Hairy Maclary from Donaldson’s Dairy</em> by Linley Dodd</td>
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<td></td>
<td><em>Fox in Socks</em> by Dr Seuss</td>
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<td></td>
<td><em>We’re Going on a Bear Hunt</em> by Michael Rosen</td>
</tr>
</tbody>
</table>

Access to ICTs such as PowerPoint or Photostory

Headphones with built-in microphone for voice recording.
Task: Your task is to create an original digital children’s picture book, using one or more language techniques.

Things to do:
7. Choose which language techniques you will use. You should use at least one from the list below.
8. Write the text for your picture book. You should work out how you will divide the text between the slides of your presentation.
9. Create illustrations for your picture book. You can use one of the following methods:
   a. Take digital photographs. This will give you the best quality results.
   b. Do a series of drawings and photograph them. This is time consuming, so make sure you manage your time.
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10. Use either Photostory or PowerPoint to create your digital picture book. You will need to do the following:
    a. Place an image on each slide.
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PTO for Hints for Success

Language Techniques:
- Simile
- Personification
- Onomatopoeia
- Assonance
- Alliteration
- Rhyme
- Rhythm
- Repetition

Due Date: ____________________  Suggested time length: up to 5 minutes.

ACARA Achievement Standards: PU1, PU3, PS2  Task weighting: 15%

Criteria for Assessment

<table>
<thead>
<tr>
<th></th>
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Comments:

Mark: ___________

Task created by Rose Hampel, Clare High School
HINTS FOR SUCCESS

Creating the text:
- The focus of this task is the effective use of language techniques. Pay careful attention to the technique you have chosen to use.
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Clare High School  
Australian Curriculum: English  
Unit of Work: *The Adventures of Tintin* directed by Steven Spielberg  
By: Rose Hampel, Clare High School

| Year level: 9 | Duration: 3 weeks |

**TEXT TYPES**  
- Novel  
- Poetry  
- Short story  
- Play  
- Film  
- Non-fiction  
- Digital text  
- Everyday text  
- Other _________  
- Expository  
- Recount  
- Narrative  
- Procedural  
- Listening  
- Speaking  
- Reading  
- Viewing  
- Writing

**TEXT TYPES**  
- Novel  
- Poetry  
- Short story  
- Play  
- Film  
- Dramatic performance  
- Newspaper  
- Magazine  
- Radio  
- Expository  
- Recount  
- Narrative  
- Procedural  
- Listening  
- Speaking  
- Reading  
- Viewing  
- Writing

<table>
<thead>
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<th>LANGUAGE MODES</th>
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</table>

| STRANDS |

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| - Language variation and change  
  - Language variation and change  
| - How texts reflect the context of culture and situation in which they were created  
| - Language for interaction  
  - Language for social interaction  
  - Evaluative language  
| - Present an argument about a text  
  - Reflect on, discuss and explore notions of literary value  
  - Explore and reflect on personal understanding of the world gained from texts  
| - Examining literature  
  - Analyse texts from familiar and unfamiliar contexts  
  - Investigate and experiment with literary devices  
  - Analyse text structures and language features  
| - Creating literature  
  - Creating literary texts  
  - Experimentation and adaptation  
| - Creating texts  
  - Creating texts  
  - Editing  
  - Handwriting (Year 7 only)  
  - Use of software  

**GENERAL CAPABILITIES**  
- Literacy  
- Ethical behaviour  
- Aboriginal and Torres Strait Islander histories and cultures  
- Numeracy  
- Personal and social competence  
- Asia and Australia’s engagement with Asia  
- ICT Competence  
- Intercultural understanding  
- Sustainability  
- Critical and creative thinking

**CROSS-CURRICULUM PRIORITIES**

<table>
<thead>
<tr>
<th>Rationale</th>
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</table>

Students will view the film *The Adventures of Tintin*, directed by Steven Spielberg. They will choose two sequences to analysis, identifying a range of film techniques, providing examples of them and explaining the effects each one has. They will write their response in well-constructed paragraphs.

<table>
<thead>
<tr>
<th>Learning Activities</th>
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</table>

**Lesson 1-3:**  
- View the film *The Adventures of Tintin* in its entirety.  
- View the additional material on the DVD focussing on motion capture technology and the making of the film.

**Lessons 4-8:**  
- Review film techniques.

- Re-view the film, this time conducting a close analysis of the sequences identified on the task sheet. Students take notes of the film techniques used, examples and effects of the techniques.

Lesson 9:
- Discuss paragraph structure. Model a sample paragraph on an additional sequence on the smartboard.
- Students choose first sequence and begin to draft paragraph.

Lessons 10-12:
- Complete draft of both paragraphs. Submit for drafting.

Lesson 13-14: Complete final copy.

**Task:** Your task is to choose two of the sequences below to analyse, commenting on the techniques used by the filmmakers to create the scenes. You should write two well-structured paragraphs.

**Sequences:**
- Opening scene: Tintin buys the ship
- Snowy chases the cat
- Tintin visits Marlinspike Hall
- Thomson and Thompson investigate Barnaby's death
- The pickpocket strikes again
- Tintin flies the seaplane
- Captain Haddock hallucinates in the Sahara
- Captain Haddock's hallucinations continue at Afghar, the military fort
- The Milanese Nightingale
- The chase through Bagghar

**Film techniques to consider:**
- Sound effects
- Soundtrack
- Composition of shots
- Camera shots
- Camera angles
- Camera movements
- Humour
- Impossible sequences

**Assessment Tasks**

**Paragraph Structure:**
You should include:
- A **topic sentence** explaining which scene you are discussing.
- A **body** consisting of 3-6 sentences identifying the techniques used in the scene, examples of these techniques, and an explanation of the effect of the technique.
- A **concluding sentence** where you give your opinion of the scene and explain why you have this opinion.
- Try to use film terminology as much as possible.

**Suggested word: 500-1000 words**

**Criteria for Assessment:**
1. Identify a range of film techniques and to use film terminology in your writing.
2. Provide examples of each of the techniques used.
3. Explain the effect of each of the techniques identified.
4. Structure paragraphs effectively with a topic sentence, a body and concluding sentence.
5. Write clearly and fluently with accurate spelling, punctuation and clear sentence structure.
| ACARA Achievement Standards | Receptive Modes (listening, reading and viewing)  
RU2 They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  
RS1 They evaluate and integrate ideas and information from texts to form their own interpretations.  
RS2 They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.  

Productive Modes (speaking, writing and creating)  
PS1 Students create texts that respond to issues, interpreting and integrating ideas from other texts.  
PS3 They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. |

| Resources | *The Adventures of Tintin* directed by Steven Spielberg |
**Background:** *The Adventures of Tintin* (known as *The Adventures of Tintin: The Secret of the Unicorn* outside North America) is a 2011 American 3D motion capture computer-animated adventure film based on *The Adventures of Tintin*, a series of comic books created by Belgian artist Hergé (Georges Remi). Directed by Steven Spielberg, produced by Peter Jackson, and written by Steven Moffat, Edgar Wright and Joe Cornish, the film is based on three of the original comic books: *The Crab with the Golden Claws* (1941), *The Secret of the Unicorn* (1943), and *Red Rackham’s Treasure* (1944).

**Task:** Your task is to choose two of the sequences below to analyse, commenting on the techniques used by the filmmakers to create the scenes. You should write two well-structured paragraphs.

**Sequences:**
- k. Opening scene: Tintin buys the ship
- l. Snowy chases the cat
- m. Tintin visits Marlinspike Hall
- n. Thomson and Thompson investigate Barnaby’s death
- o. The pickpocket strikes again
- p. Tintin flies the seaplane
- q. Captain Haddock hallucinates in the Sahara
- r. Captain Haddock’s hallucinations continue at Afghar, the military fort
- s. The Milanese Nightingale
- t. The chase through Bagghar

**Film techniques to consider:**
- Sound effects
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**Paragraph Structure:**
You should include:
- A topic sentence explaining which scene you are discussing.
- A body consisting of 3-6 sentences identifying the techniques used in the scene, examples of these techniques, and an explanation of the effect of the technique.
- A concluding sentence where you give your opinion of the scene and explain why you have this opinion.
- Try to use film terminology as much as possible.

**Due Date:**___________________________  **Suggested word:** 500-1000 words

**PTO for Criteria for assessment…**
**ACARA Achievement Standards:** RU2, RS1, RS2, PS3

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**Comments:**

Mark: ____________

**Task created by Rose Hampel, Clare High School**

**Settings:**
- Market place in an unknown European city
- Tintin’s flat
- Marlinspike Hall
- The SS *Karaboudjan*, Captain Haddock’s ship
- Afghar, a fictional military fort located in Morocco
- Bagghar, a fictional port in Morocco
### Cast

<table>
<thead>
<tr>
<th>Actor</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Bell</td>
<td>Tintin</td>
</tr>
<tr>
<td>Andy Serkis</td>
<td>Captain Haddock/Sir Francis Haddock</td>
</tr>
<tr>
<td>Daniel Craig</td>
<td>Ivan Ivanovitch Sakharine / Red Rackham the pirate</td>
</tr>
<tr>
<td>Nick Frost</td>
<td>Thomson, one of the bumbling detectives.</td>
</tr>
<tr>
<td>Simon Pegg</td>
<td>Thompson, the other bumbling detective.</td>
</tr>
<tr>
<td>Daniel Mays</td>
<td>Allan, one of the smugglers aboard the Karaboudjan / Pirate Flunky #1</td>
</tr>
<tr>
<td>Gad Elmaleh</td>
<td>Omar Ben Salaad</td>
</tr>
<tr>
<td>Toby Jones</td>
<td>Aristides Silk, the pickpocket</td>
</tr>
<tr>
<td>Joe Starr</td>
<td>Barnaby Dawes, the FBI agent</td>
</tr>
<tr>
<td>Enn Reitel</td>
<td>Nestor, Captain Haddock’s butler</td>
</tr>
<tr>
<td>Mackenzie Crook</td>
<td>Tom, one of the smugglers aboard the Karaboudjan</td>
</tr>
<tr>
<td>Tony Curran</td>
<td>Lieutenant Delacout, an ally of Tintin and commander of Afghar, a fictional military fort located in Morocco</td>
</tr>
<tr>
<td>Sonje Fortag</td>
<td>Mrs Finch, Tintin’s landlady</td>
</tr>
<tr>
<td>Cary Elwes</td>
<td>pilot of the seaplane</td>
</tr>
<tr>
<td>Phillip Rhys</td>
<td>pilot of the seaplane</td>
</tr>
<tr>
<td>Kim Stengel</td>
<td>Bianca Castafiore, the “Milanese Nightingale”, an opera singer</td>
</tr>
</tbody>
</table>
The first scene that will be analysed from the film *Tintin* is the scene where Aristides Silk the pickpocket runs into Thomson and Thompson outside of his apartment. A range of film techniques were used to make this scene entertaining. The scene uses humour to entertain. When an old woman falls outside the shop next to Silk’s apartment, two men come to her aid and one begins to brush her off, accidently touching her buttocks. She becomes angry and knocks him down with her walking stick. The scene is funny because the audience expects her to be frail, but she is actually very strong. A second technique is… For example… [Explanation]…

I found this scene very entertaining because it highlights how ridiculous the detectives Thompson and Thomson are, and it exaggerates the extent of Silk’s compulsion to pickpocket people’s wallets.